

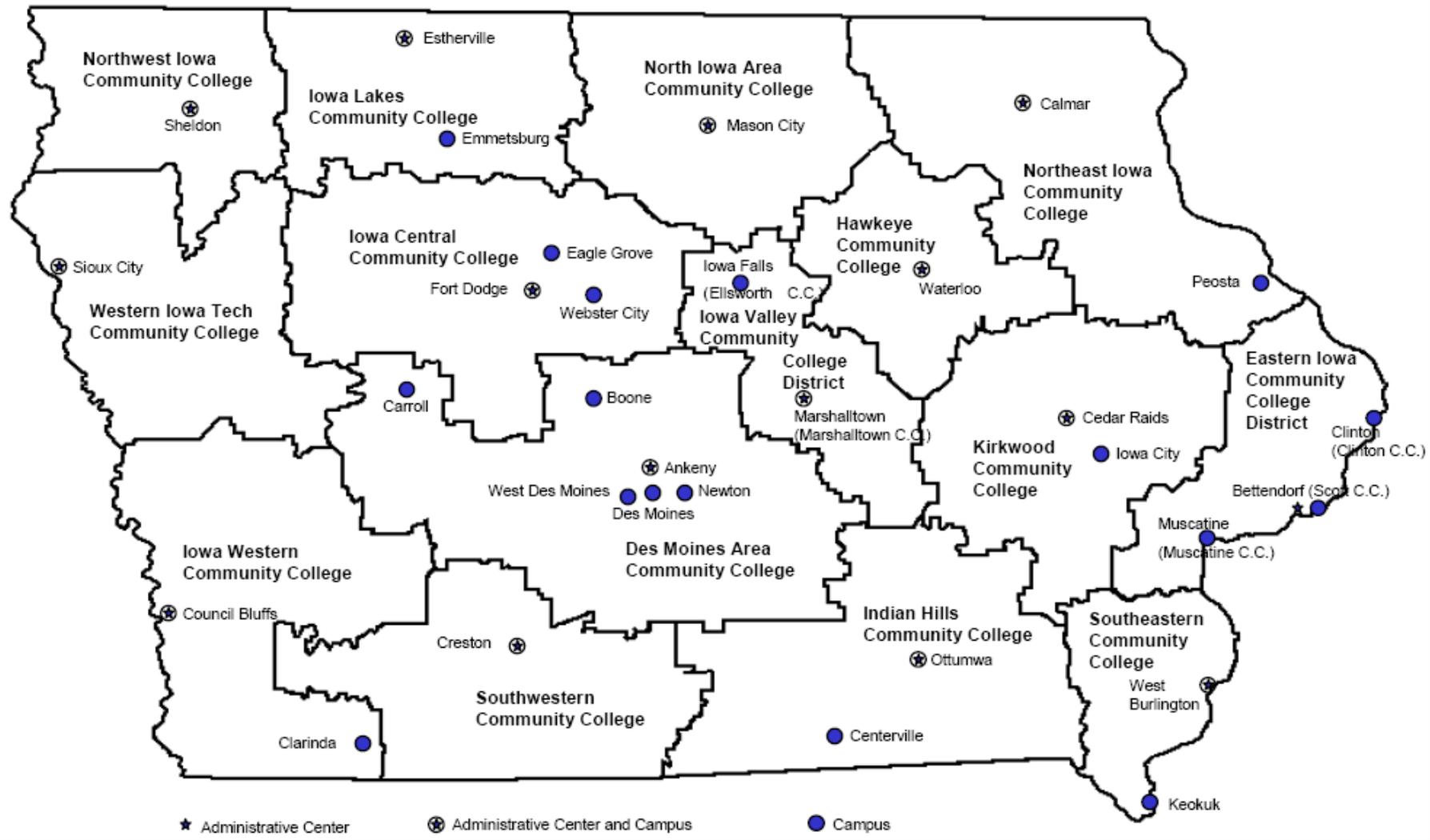


# Community College Faculty: We're Worth It!

2.5th



# IOWA COMMUNITY COLLEGES





# Community Colleges Serve Iowans

- Iowa community colleges serve almost one-quarter (22.6 percent) of Iowa's adult population.
- An overwhelming majority -- 94 percent -- of Iowa community college students are from Iowa and 82 percent of all community college students stay in Iowa after earning their degrees.
- Iowa community colleges are the largest provider of undergraduate education in the State.

# Community College Enrollment



- In 2006, Iowa community colleges had 121,753 credit students including 25,509 high school students. What's more, they had 287,073 non-credit students and issued 3,893 high school equivalency diplomas.
- In the past five years, the number of credit students has increased 23.5%.

# Community College Faculty Issues

- Faculty Salaries
- Professional Development
- Quality Faculty Issues
- General Aid

# Community College Faculty Salaries



- Iowa community college faculty salary ranking continues to drop. In 1994, faculty salary ranking was 24<sup>th</sup>, by 2005 it was 30<sup>th</sup>, and in the most recent ranking (2006), Iowa had dropped to 32<sup>nd</sup>.
- Iowa community college average faculty salaries of \$44,973 are \$10,407 behind the national average and \$3,686 behind the national median.
- Iowa has the third greatest disparity in the nation of salaries of two-year institutions versus four-year. Iowa's four-year public institutions earn \$25,728 more than two-year public institutions.

# Community College Faculty Salaries



- Since 1994, Iowa community college faculty salaries have decreased by \$1,706, or 4.9%, after inflation.
- Only New York, Hawaii, Pennsylvania, and Indiana have had a larger decrease after inflation.
- In 2006, Iowa faculty salaries increased 2.8% compared to a 3.2% increase in inflation (CPI).

# Community College Faculty Salaries



## Surrounding States Average Salary for Two Year Public Institutions (2006)

Wisconsin	\$64,609
Illinois	\$60,270
Minnesota	\$57,686
Missouri	\$49,650
Kansas	\$45,215
Iowa	\$44,973
Nebraska	\$44,472
South Dakota	\$41,164
North Dakota	\$38,853

# Comparable Professions in Iowa (2006)



Lawyer:	\$93,310
Financial Analyst:	\$61,890
Architect:	\$61,420
Physical Therapist:	\$61,190
Computer Programmer:	\$55,290
Occupational Therapist:	\$54,490
Accountant:	\$54,480
Court Reporter:	\$50,680
Loan Officer:	\$49,890
Underwriter:	\$48,710
Registered Nurse:	\$47,030
Compliance Officer:	\$46,230
Community College Faculty:	\$44,973



# Community College Faculty Salaries

Faculty request the Legislature commit to raising faculty salaries to 25<sup>th</sup> in the nation. It will take \$8.0 million to bring community college faculty to 25<sup>th</sup> in the nation. This is in addition to the \$2.0 million provided for faculty salaries in FY 2008.

# Professional Development

- Faculty request the Legislature provide an additional \$1.1 million for quality professional development opportunities for faculty.
- This is approximately \$500 per faculty member which is comparable to state-funded professional development for K-12.
- The Quality Faculty Committees would determine the use and distribution of the funds.

# Quality Faculty Issues

- The 2002 Legislature eliminated licensure for community college faculty and replaced it with quality faculty plans and minimum hiring standards. The quality faculty plans have been interpreted to include only full-time faculty. The hiring standards only apply to faculty employed over half time.
- Every community college student and K-12 student receiving community college credit should have access to quality faculty and courses.

# Quality Faculty Issues

- Adjuncts make up 66% of the instructional positions.
- The last five years, full-time instructor salary expenditures increased 15.7% compared to a part-time salary (which includes adjuncts) expenditure increase of 52.1%.
- Due to budget constraints, the community colleges have significantly increased reliance on adjunct faculty. However, Iowa law does not address competencies, training, and qualifications of these positions.

	2006 Instructional Positions	% of Total
Full-Time	1,966	28.4%
Part-Time	389	5.6%
Temporary	31	0.4%
Adjunct	4,545	65.6%
Total	6,931	100.0%

# Quality Faculty Issues

- In Fall 2007, 26% of community college students were also high school students. Across the community colleges, this ranged from 9.9% to 53%.
- Over 50% of shared courses are taught at the high school by school district teachers. This ranged from 7.2% to 77.7%.
- Iowa law places requirements on these courses but is unclear what college level competencies, training, and qualifications are required of school district teachers.
- Attached to this presentation are principles of best practice as developed by the *“The Community College Presidents’ Report on College Placement Educational Opportunities for High School Students.”*

# Quality Faculty Issues

Faculty request the Legislature consider the following changes:

- Mandate that all faculty meet the minimum hiring standards.
- Require that all faculty participate in quality faculty plans. The plan requirements would treat adjuncts differently than full-time faculty.
- Incorporate the community college presidents' principles of best practice for high school students receiving college credit into the accreditation process.
- Adopt the Quality Faculty Work Group recommendations.

# Quality Faculty Issues

## Quality Faculty Plans

Each college has a Quality Faculty Committee. The committees are required to develop a plan for hiring and developing quality faculty. The plan includes:

1. Orientation for new faculty.
2. Continuing professional development for faculty.
3. Consortium arrangements when appropriate, cost-effective and mutually beneficial.
4. Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
5. Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies.



# Quality Faculty Issues

## Minimum Hiring Standards

The standards require that half-time or more community college instructors meet the following requirements:

1. Instructors in career and technical education shall be registered, certified, or licensed in the occupational area the instructor is teaching and shall meet either of the following qualifications:
  - a) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching classes.
  - b) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.
2. Instructors in arts and sciences shall meet either of the following qualifications:
  - a) Possess a master's degree from a regionally accredited graduate school, and has successfully completed a minimum of twelve credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.
  - b) Has two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which postbaccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields or areas of accounting, engineering, law, law enforcement, and medicine.



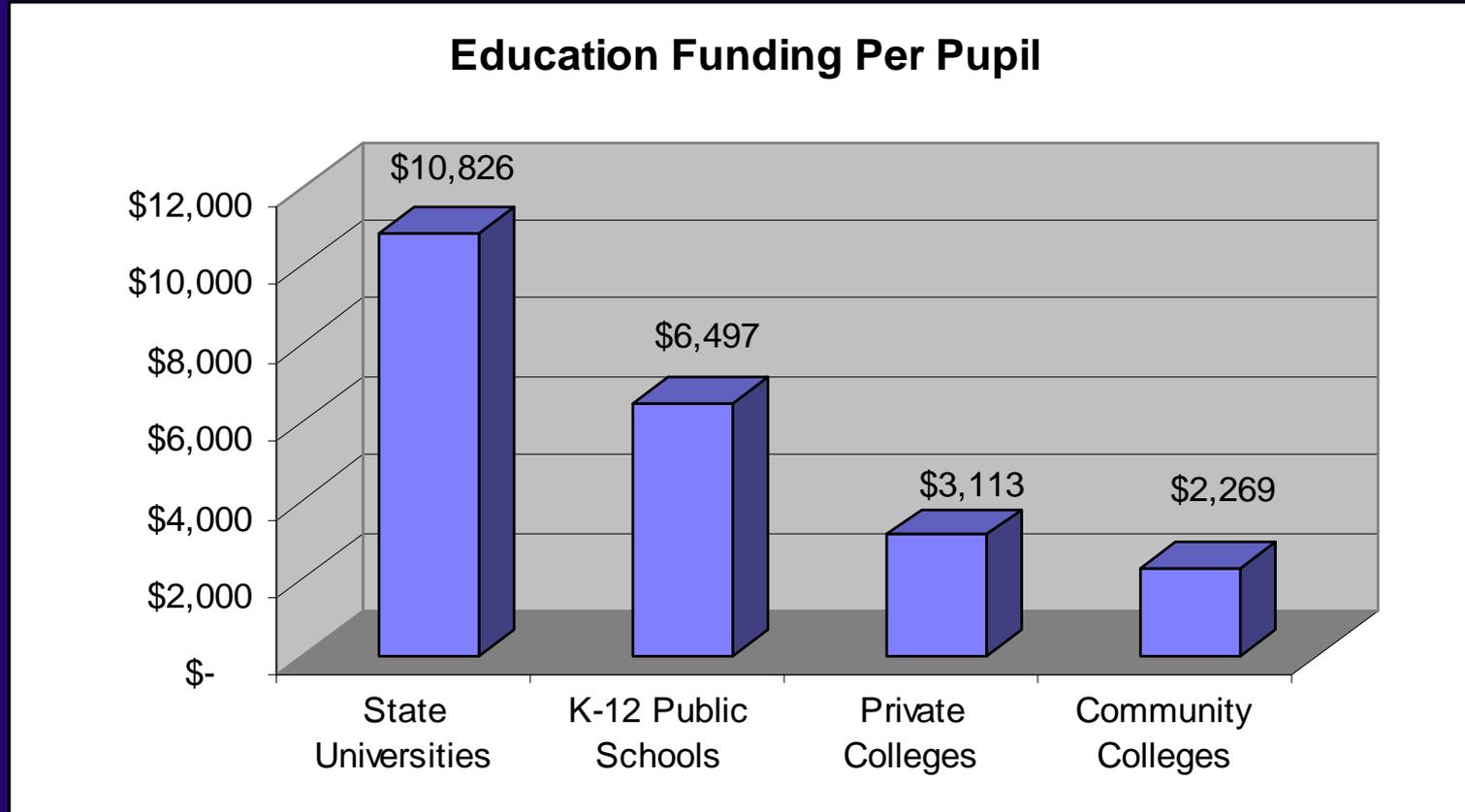
# Quality Faculty Issues

## Shared Courses (Dual Credit) Requirements

1. Supplementing, not supplanting, high school courses.
2. Included in the community college catalog or an amendment or addendum to the catalog.
3. Open to all registered community college students, not just high school students.
4. For college credit and the credit must apply toward an associate of arts or associate of science degree, or toward an associate of applied arts or associate of applied science degree, or toward completion of a college diploma program.
5. Taught by a community college-employed instructor.
6. Taught utilizing the community college course syllabus.
7. Of the same quality as a course offered on a community college campus.

# Community College General Aid

- Iowa community colleges have the lowest education funding per pupil.



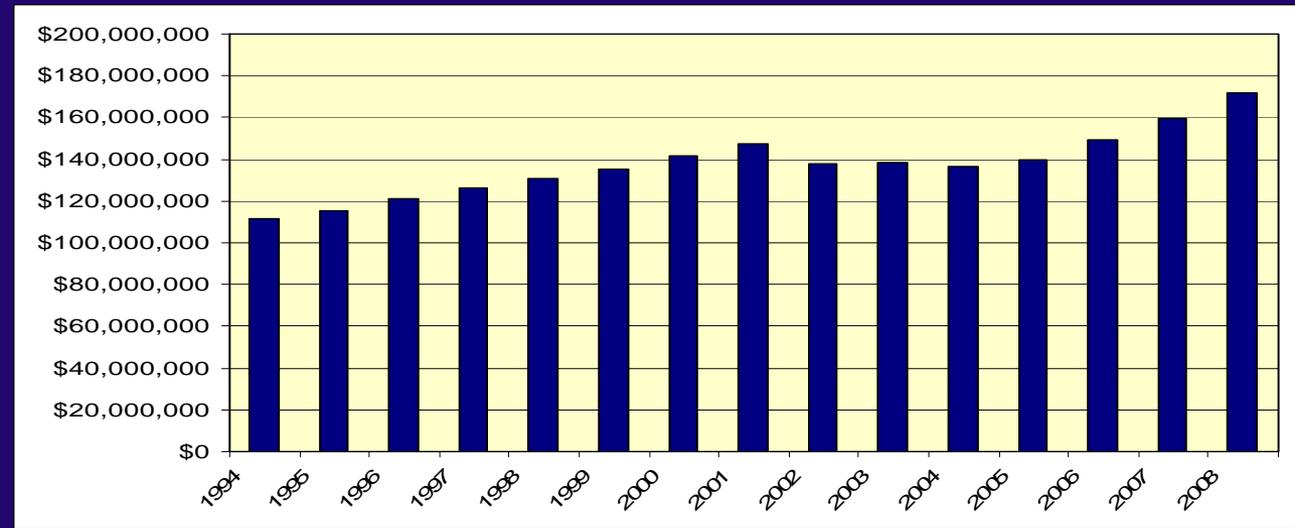
# Community College General Aid

- The average annual full-time Iowa Community College tuition increased \$1,437 or 81.56% over the ten-year period, from FY 1999 to FY 2008.
- The Chronicle of Higher Education Almanac Issue 2005-06 cites Iowa Community College average tuition at 55.7% above the national average in FY 2005.
- Iowa's community college tuition ranks ninth in the nation and 2<sup>nd</sup> highest when compared to surrounding states.



# Community College General Aid

- Community college general aid has increased just over 2.0% per year for the last seven years.



**Faculty request the Legislature provide an additional \$12.9 million in General Aid.**

# Community College Faculty: We're Worth It!



# **Principles of Best Practice**

## **28E – Contracted College Credit Courses for High School Students**

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Best Practice:

### **1. Students**

- ◆ Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
- ◆ Are admitted and registered with approval of the local high school and the college.
- ◆ Receive appropriate course orientation, including; college policies and procedures, the establishment of a permanent transcript, course dropping, and may include a college student handbook.
- ◆ Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- ◆ Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.) and student activities (athletics, performing arts, etc.).
- ◆ In a contracted college credit course, all students participating in the class are registered for college credit.
- ◆ Parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course dropping, and procedures for academic credit transfer.

### **2. Faculty teaching college credit courses for high school students**

- ◆ Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- ◆ Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department
- ◆ Collaborate with other college faculty within the academic department and are encouraged to participate in faculty development activities related to curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.
- ◆ Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.

### **3. Curriculum**

- ◆ Courses reflect the highest quality and are intended to challenge eligible students.
- ◆ Courses provide college rigor and learning experiences.
- ◆ Courses achieve the same learning outcomes by using; an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.

- ◆ Course syllabi (including a description of the content, teaching strategies, performance measures, and resource materials) meet college standards.
- ◆ Course delivery is evaluated through strategies such as classroom observations and student evaluations.
- ◆ Courses are aligned to Career Pathways where possible.

#### **4. Assessment**

- ◆ Assessment policies, procedures and instruments are consistent with college practice.
- ◆ Valid student and faculty assessment measures are used to assure academic course rigor for which college credit will be awarded.

#### **5. Evaluation/Research**

- ◆ The college reviews the course/program on an annual basis for continuous improvement.
  - ◆ Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
  - ◆ Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
  - ◆ Data sharing with participating high schools is consistent with the policies of the college.
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